



University of North Carolina Wilmington CONNECTIONS

The Magazine of the Watson School of Education

Summer 2009

high-tech
high-touch
teaching

A Message From The Dean

The infusion of technology into all Watson School of Education programs has continued to evolve and expand. This issue of Connections illustrates the myriad ways faculty members utilize technology in their courses as an instructional tool.

Technology has enabled the Watson School to offer courses via the information highway to students at our extension campus in Jacksonville while the professor simultaneously instructs a group of students in the Education Building, as well as allowed a busy educator to be online for class from an office at work or home. Faculty members have developed instructional games and applications of technology to illustrate concepts our students can use to teach their own pupils. Faculty members demonstrate the use of technological learning tools such as Smartboards and conduct research on their effectiveness. Technology has facilitated our graduate students being able to "beam in" key researchers in their fields to share their knowledge and skills. Technology also has enhanced the Watson School's efforts to continue to develop the knowledge, skills, and dispositions to teach future educators about diverse learners. Faculty members utilize technology to provide increased opportunities for course access to working professionals by offering courses in Web-enhanced and online formats.

The Watson School has many outstanding faculty members, and one was recently honored by being selected for both the 2008 Distinguished Teaching Professorship Award and the 2008 Board of Trustees Teaching Excellence Award. Our congratulations to Tracy Hargrove on her selection for these awards!

A number of changes are occurring in the Watson School of Education during this year. This issue describes the excellent new faculty and staff we have hired. In addition, I have been named interim Provost for UNCW, and I am pleased to announce that Dr. Karen Wetherill has been appointed interim Dean of the Watson School. We will continue to work together to ensure that the Watson School of Education maintains its commitment to quality programs and to students.

Cathy L. Barlow

Cathy L. Barlow



Jorge Trujillo, academic advisor, presents a gift to Dean Barlow and the Watson School. The plate was designed by a craftsman in Mexico and given by Trujillo and his parents. (Photo by Krystine Wetherill)



"Because many of these technologies have high learning curves, we are just on the brink of what may be accomplished in education through technology," said Jeff Ertzberger (shown top left), director of technology. He develops resources for WSE and K-12 schools to tailor computer games to the standard courses of study. His Web site has received 93,409 visits from 163 countries/territories. (Photo by Krystine Wetherill)



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USING TECHNOLOGY FOR POWERFUL LEARNING EXPERIENCES

by Brenda Riegel



FORWARD THINKING

"We are currently preparing students for jobs that do not yet exist, using technologies that haven't been invented in order to solve problems we don't even know are problems yet," states the popular "Did You Know?" video on YouTube.

- In 1994, just 35 percent of public schools had access to the Internet. By 2002, that number had jumped to 99 percent, according to the National Center for Education Statistics.
- In 2007, the N.C. State Board of Education adopted new professional teaching standards aimed at making sure every student graduates with the skills to learn, live and work in an increasingly global economy.

How do educators who prepare teachers face these challenges and opportunities? Faculty members in the Watson School of Education are transforming emerging technologies into viable tools to improve learning outcomes, increase access and accessibility, and move toward equity for all.

CHOOSING THE RIGHT TOOLS

"Teachers in the classroom are the critical decision makers on which technology to use – whether that's a smart board, a desktop or a clipboard under a tree. The Watson School is making sure future teachers have knowledge of the tools available and the conceptual framework required to use them effectively so they can pull the right tool out of their toolbox when they need it," said Brian Brinkley, director of the Betty Holden Stike Education Laboratory.

That classroom icon, the chalkboard, has entered the digital age. It's being replaced by an interactive, digital white "board" connected to a computer. When a student or teacher touches the screen, his or her hand actually functions as the mouse. Unlike chalkboards or dry erase white boards, this smart board doesn't have to be erased at the end of the lesson. Teachers can save students' work digitally to use later or to share with parents.

Brinkley prepares UNCW student teachers to use interactive white boards, developing electronic lesson plans they can simply e-mail and open in class, saving time and resources such as paper. There are applications for special needs and occupational therapy students: the large screen is ideal for utilizing gross motor skills, and something easy to grasp, such as a tennis ball, can be used as a mouse.

Throughout its curriculum, WSE is successfully blending a number of technological tools to enhance teacher preparation efforts.

Assistant professor Florence Martin teaches instructional technology using a combination of online and face-to-face methods. In the Master of Science in Instructional Technology (MIT) program, Martin uses the Blackboard learning management system for discussion groups, online quizzes with immediate feedback and automatic grading, internal e-mail, online grade book and announcements. These elements are asynchronous allowing students to complete them within a flexible time frame. Sometimes learning is synchronous, i.e., all students are learning in the virtual classroom at the same time, using visual resources much as they would in a traditional classroom. Students can see and listen through their computers, talk through their computers' microphones or type questions and chat from wherever in the world they happen to be.

Flexibility of time and place is crucial especially for graduate level classes. All of Martin's students have full-time jobs and hectic schedules. They can "come to class" when it's convenient, such as when their own children are in bed or after work. Some are not located in Wilmington. One student began the course while living on the N.C. Outer Banks. Halfway through the semester, the student participated in a teacher exchange program in Australia but was still able to complete the class because of its online design.

Matt Gayford is completing the MIT program through completely online courses and Web-enhanced or blended instruction classes at UNCW. "The scheduling flexibility is great. I can sit in my apartment in dirty gym clothes and be 'in class,'" he said. In terms of multiple intelligences, Gayford believes in blended instruction: "However you learn, it's there."

"It is so vital to teach instructional technology using these tools. Our students are online all the time. And they don't have to wait. Anything they need is at their fingertips," Martin said.

Associate professor David Gill, whose pioneering work in virtual learning environments caught the attention of *The New York Times* in 2000, teaches three online courses each semester. To make the class more interactive, he works to interject a lot of personality into it. "They have to know there's a person at the end of the materials," said Gill.

In his adolescent literature section, 90 percent of the class is discussion. Gill requires each online posting to be at least 100 words in length. Students participate as their schedules allow and usually post more times than required. Recently, a class of 15 students posted 83 times in one week. One advantage over traditional classroom discussions? One student doesn't dominate;

someone reluctant to speak up in class is more apt to do so online.

"We want our students to be part of the larger conversation," said Gill. "What they say and do matters not just in Southeastern N.C., but in the universe."

Associate professor Kathy Roney sees the challenges and opportunities in online teaching. "Admittedly some students don't like online-only instruction. Education is a social science after all. That's the challenge for us as teacher educators: how to utilize technology in the best ways."

Roney has added Skype, a free voice and video over Internet service, to her online toolbox. With Skype and a Web cam, students can meet with Roney virtually face-to-face from any location. One Carteret County student meets with Roney regularly – without the three-hour drive. For those who need it, Roney also schedules once a week one-on-one meetings and keeps regular office hours for drop-in visits.

Using Skype for conferences, rather than more traditional and expensive methods, Roney regularly confers online with educators in Tennessee, Oregon and Illinois.

The innovative use of technology also reduces the demand on UNCW's overtaxed facilities. Combining synchronous and asynchronous methods in alternating class periods, Roney literally teaches two classes with only one classroom. "I'm sharing a room with myself. We get along great," she quips.

MAKING CONNECTIONS

"It is crucial that students see the relevance and the impact and influence that research and researchers can have on their theoretical beliefs and pedagogical practices," said associate professor Kathleen Schlichting '86, '92M, who teaches the foundations course for the M.Ed. in Language and Literacy.

During each class meeting throughout the semester, students make presentations on nationally recognized researchers. Students are required to make contact directly with their researcher and bring them into the classroom via technology (live streaming video, YouTube video, teleconference, etc.). Each presentation is scheduled for 20 minutes but researchers frequently stay on for what become mini-workshops, opportunities for students to ask questions of the researchers.

"Having the author or researcher they've read, studied and researched give them advice or explain a concept is how we make language and literacy real and relevant for our students. This way they can share what they learn with their own students," said Schlichting.

Student Pam Pittman established a professional relationship with researcher Linda Rief, renowned author and international consultant on issues of adolescent literacy. As a result, Rief invited Pittman to collaborate on an article for the spring 2008 issue of the *Kentucky English Journal*.

Schlichting compiles all the presentations on a CD, which students then use as a professional development tool at work. "It's important for our students to see themselves as leaders in their fields. This assignment prepares them to speak in a very informed way to their colleagues, faculty and administrators. Several have used this assignment to develop professional development workshops for their school systems," she said.

Preparing 21st century students to be globally competitive and aware requires using technology to "provide access to resources and ideas," according to professor Robert Smith. "We're able to provide powerful learning experiences to our students in ways we couldn't afford to or arrange otherwise. There may be no money for teachers to travel to UNCW as guest speakers, but they can be connected to our students through video conferencing. As much as we'd like to get every student to experience living in a foreign country, realistically we have to find other ways for students to experience and connect with schools in other countries."

This year, more than 40 N.C. teachers gathered in the WSE distance learning classroom for a videoconference with colleagues at Nelson Mandela University in South Africa to discuss public schools, societal issues and ways to connect students in different countries via live formats. Participants in the videoconference are continuing these discussions by blogging.

Smith invited Peggy Silva, author of *Standards of Mind and Heart: Creating the Good High School* to meet with his students after they read her book. Using the distance learning classroom, UNCW students were able to ask follow-up questions of the author and some of her high school students.

Connecting students in disparate locations is a common occurrence for assistant professor Carol

McNulty. She teaches Social Studies Curriculum and Instruction for K-6 with students in the Education Building's distance learning room and simultaneously in Jacksonville at the university's extension campus at Coastal Carolina Community College (CCCC).

The distance learning room is equipped with six cameras, microphones at each desk and two screens that can project from two different sources, such as the live streaming video from the remote location and a PowerPoint. The technology facilitators at each location direct the cameras to zoom in on the person speaking, whether it's the teacher or a student, so there can be true discussion, not just monologues filtered through the professor. McNulty alternates teaching from the main and extension campus in Jacksonville to build equitable relationships with the students in each group.

McNulty gets technological development and support from CCCC, UNCW Information Technology Systems Division and the WSE Technology Learning Center. "The technology support on both ends is phenomenal," said McNulty. "They really allowed us to say, 'Here's what I want to do, how can I do it?'"

Students in the two groups can be very different. Jacksonville students are often non-traditional with a military background, and many would not seek a degree because of the geographic challenges. Classes like this join people across experiences and ages, enriching both groups and providing greater access for students in one of the most underserved areas in the state in terms of higher education. This translates to more opportunities for individuals to pursue teaching as a career.

"With this innovative use of technology, teacher candidates in Jacksonville no longer have to drive to Wilmington. This is a fabulous way WSE is addressing the teacher shortage," said McNulty.

(Right) WSE worked with four local middle schools on a research study evaluating the effects of educational video games on student mathematical achievement. Of the 497 students who participated, D.C. Virgo students, shown here, earned the highest average scores. (Photo by Jamie Moncrief)

(Far right) Beth Allred helps students navigate through Second Life in assistant professor Michelle Parker's instructional technology class. (Photo by Krystine Wetherill)





ACCESSING INNOVATIONS

"Some of you are lost in space. You must have jumped off the moon. Accept my teleport, and I'll bring you back."

This is an actual comment overheard during a Second Life (SL) demonstration led by technology liaison and lecturer Beth Allred in assistant professor Michelle Parker's instructional technology class.

Instructional Technology is one of the courses being revamped to meet the 2008 teaching standards. While students typically gain proficiency using programs like PowerPoint and developing Web pages, this semester they also will create a lesson plan using Second Life in a K-12 classroom.

What is Second Life? It is an online virtual world created by its users. Users are represented by realistic avatars, providing greater dimension and interactivity to the online environment. Allred sees applications for SL in every subject area. "It is especially useful for activities you can't do in real life because they're too far away, too expensive or too dangerous," she said.

Teachers can take their class on a virtual field trip – visiting the Sistine chapel, walking in an astronaut's footsteps on the moon or experiencing a tsunami underwater. Students also can send their avatars to join SL events. On the day this class was in session, students could have joined a whale watch or a PhotoShop class.

Kimberly Auger '10 saw SL as a way to help students in rural areas gain a global perspective. She also recognized the potential for assistive technology, especially for students who are hearing impaired, a group she worked with extensively. She envisioned one day having an avatar signing instead of speaking.

Director of technology Jeffrey Ertzberger explained that Second Life can actually improve classroom management. If there is not appropriate or available space in the building for practice teaching, the teacher and students can move to a virtual space represented by their avatars. Second Life also provides a safe environment for immersive education experiences such as a disaster simulation or allowing students to experience a disability before ever stepping into a classroom.

"Part of my responsibility is beta testing, pushing the envelope a bit to go beyond the basics and help future teachers learn cutting-edge technologies so our graduates will be technology leaders in their schools," said Allred.

One such effort is a study using the Wii gaming system with students with special needs. When a visually impaired student with autism at Ashley High School began using the Wii, he didn't realize pushing the buttons on the controller caused the action on the screen. Yet within a few months, he was defeating his teacher at Wii tennis and solving visual puzzles.

Games are "great for motivation because students enjoy them and want to use them," said Allred.

"I was able to assess my student's diverse abilities using the Wii gaming system in ways that I could not using traditional classroom materials. With the expressive and receptive language deficits that affect students with autism, there is frequent difficulty in presenting new concepts verbally and also having the students express their understanding. With the Wii system, I saw my students demonstrate abilities I never knew they were capable of," said Peter Yucius, teacher at Ashley High School.

Beta testing is also underway using handheld devices like the iPod touch for realtime assessment of special education students by assistant professor Amy Moody. Using a collaborative grant with a software company, she is developing an application that would allow a teacher to simply tap the handheld device to track a behavior, eliminating the need to stop instruction. The data gained over time would be used to evaluate the learning accomplished through various methods.



Phelps



Kee



Brown



Johnson



Blasingame



Catapano



Foster



Higgins



Shankar-Brown



Richardson



Lambert



Taylor



Walker



Siko

Faculty & Staff

Watson School of Education

Mark Phelps, teacher recruiter and advisor, received his bachelor's degree in foreign language and literature from the University of Delaware and completed his master's degree in elementary studies at Wilmington University in Delaware. Phelps was a Spanish teacher for several years. During his teaching career, he developed and helped write Appoquinimink School District's world language curriculum.

Robin Kee '85, administrative associate for the Betty Stike Educational Lab, received her bachelor's degree in business management from UNCW. She previously worked with special needs children in New Hanover County Schools.

Ben Brown, administrative associate, received his bachelor's degree in communication from George Mason University, where he served as an assistant debate coach. He is currently pursuing a master's degree in instructional technology through the Watson School.

Professional Experiences Team Office

Carrie Johnson '08M, field experience coordinator, earned her bachelor's degree in English at Wake Forest University with a secondary education licensure. She received her master's degree in language and literacy at UNCW while working as a graduate assistant in Academic Programs.

Linda Blasingame, internship coordinator, completed her undergraduate and graduate degree at the University of North Carolina Pembroke. Blasingame taught in the Scotland and New Hanover County public school systems for 16 years. She earned her National Board Certification in English language arts and early adolescence.

Department of Educational Leadership

Susan M. Catapano, associate professor of curriculum, instruction and supervision, received her bachelor's degree from UNC Greensboro, her M.B.A. from Maryville University in St. Louis, MO and her Ed.D. from Nova Southeastern University, Ft. Lauderdale, Fla. Catapano, who has published in more than 20 journals, most recently taught at the University of Missouri - St. Louis.

Elizabeth S. Foster, department chair of educational leadership, received her bachelor's degree from the University of Ohio and master's and doctoral degrees from NC State University. With more than 72 publications including six books, Foster focuses on administrator preparation, educational mentoring and teacher development as her key areas of research and development. She is licensed as a superintendent, curriculum specialist, secondary English teacher, K-12 counselor and mentor.

Lathardus Goggins II, assistant professor, received his bachelor's degree and Ed.D. from the University of Akron in Ohio and his master's degree from Kent State University. At Arcadia University, he served as the associate dean for multicultural affairs. Goggins' dissertation was titled "The Academic STARS Retention Model: An Empirical Investigation of its Effectiveness Cognate: Urban Studies." His research involves the investigation of academic success of African American males.

John A. Murphy, assistant professor and superintendent-in-residence, received his bachelor's degree from the Massachusetts College of Liberal Arts and master's and doctoral degrees from the University of Massachusetts Amherst. As superintendent of the Raleigh and Wake County School districts, he supervised their merger in 1976. He served as superintendent of the Charlotte-Mecklenburg schools from 1991-96. Murphy received the Nation's Leadership for Learning Award for his work in improving the performance of minority children as well as UNCW's Razor Walker Award. Murphy authored *Transforming America's Schools, an Administrators Call to Action*.

Kennedy O. Ongaga, assistant professor, completed his doctoral program at Michigan State University with a dissertation titled, "Head Teachers' Experiences and Students' Perceptions in Implementing HIV/AIDS Education Programs in High School in Rural Kisii District, Kenya." Ongaga completed his bachelor's degree from Kenya's Moi University and his master's degree in educational administration from Michigan State University. He worked as a teacher and deputy school principal in Kenya. His research interests include the study of HIV/AIDS in rural sites in Africa.

Department of Elementary, Middle Level and Literacy Education

Heidi J. Higgins, assistant professor, received her doctorate from the University of Nevada, Reno in educational specialties with a focus in mathematics. She taught at Missouri State University and served as a math specialist in the public schools. Higgins will teach math methods courses in elementary school programs and graduate courses in elementary education.

Rajni Shankar-Brown, assistant professor, received her doctorate in curriculum and instruction with a focus in middle school literacy from UNC Charlotte. Her dissertation focused on the experiences of homeless children. Shankar-Brown has taught in middle schools in India and throughout the U.S. She will teach literacy classes in the middle school program.

Jayson W. Richardson, assistant professor, received his bachelor's degree in mathematics education from Purdue University, master's degree from Indiana University and doctorate from the University of Minnesota with a dissertation titled, "Adoption of Technology by Teacher Trainers in Cambodia: A Study of the Diffusion of an ICT Innovation." Richardson's research interests include social foundations of education and multicultural education and globalization.

Julie Lambert, assistant professor, received her doctorate in science education from Florida State University. As a post-doctoral research associate at the University of Miami, she created curriculum focusing on instructional interventions to promote science and literacy for linguistically

Tracy Hargrove Honored

Tracy Hargrove, associate professor of education, was awarded the 2008 Distinguished Teaching Professorship Award and the 2008 Board of Trustees Teaching Excellence Award. Each year, up to three professors are awarded the Distinguished Teaching Professorship Award. From those recipients, the chancellor selects the winner of the Board of Trustees Teaching Excellence Award.

Hargrove's nomination included recommendations from colleagues, as well as current and former students. One colleague said of Hargrove, "Her students clearly learn as much about teaching from the way she teaches as they do from what she says. She is a most excellent demonstration of what an effective teacher looks like and what an effective teacher does."

A current student said, "Before taking her class I had, mistakenly, believed that the secret to becoming successful in math was...memorization. [Her] guidance not only changed the way that I viewed teaching math, it also changed my belief in how a student learns math."

"When I look back on my experience at UNCW, I can boldly say that Dr. Hargrove has not only taught me much, she has also strengthened my confidence and foundation as a teacher. She is the type of teacher that I aspire to be in the future," said a former WSE student.

Distinguished Professorship Award recipients receive a medallion to wear at official ceremonies and a stipend of \$5,000 per year for three years.

The Board of Trustees Teaching Excellence Award is the most prestigious award conferred at UNCW, and its recipients receive a medallion to wear at official ceremonies, a one-time stipend of \$1,500 and a designated parking space for one year. Hargrove also has the honor of being the faculty marshal and carrying the university mace at the fall and spring commencements.



diverse elementary students. Lambert works with the Center for Marine Science and the Watson School and will teach in the elementary education programs, both undergraduate and graduate.

Amy R. Taylor, assistant professor, received her doctorate in science education from NC State University. Her dissertation study focused on students' and teachers' conceptions of surface area to volume in science contexts. Taylor is a National Board Certified teacher who has taught science in public schools for several years and will now teach science courses in the elementary program.

Colleen Walker, assistant professor, received her doctorate in language, literacy and culture from Ohio State University. Walker teaches classes in the Onslow County extension program at Coastal Carolina Community College in Jacksonville. She is the first full-time faculty member hired by the Watson School based at Coastal Carolina Community College. Previously, Walker was an assistant professor at Fayetteville State University.

Department of Instructional Technology, Foundations and Secondary Education

Kari Siko '01M, instructional leader for the Assistive Technology Demonstration and Lending Site, teaches instructional development part-time in the Master of Arts Teaching Program at UNCW. She received her master's degree in secondary education from UNCW and completed her doctorate at UNC Chapel Hill. Her research interests include English education, teacher education and instructional technology.

Angela M. Housand, assistant professor, earned her doctorate from the University of Connecticut. Her dissertation was "Student Self-Regulated Learning Behaviors: Individual Factors and Environmental Influence." She has contributed to books, including *Schoolwide Enrichment Model Reading and Achieving Excellence: Educating the Gifted and Talented*, and completed a book review for the *Journal for the Education of the Gifted*.

Albert D. Ritzhaupt, assistant professor, received his doctorate from the University of South Florida with a dissertation titled "The Effects of Time-compressed Audio and Adjunct Images on Learner Recall, Recognition and Satisfaction." Ritzhaupt was a visiting instructor at the University of North Florida and has published articles in the *Journal of Research on Technology in Education*, *Computers in Human Behavior*, *Business Education Forum* and the *Journal of Computing in Higher Education*.

Candace Thompson, assistant professor, completed her doctorate at the University of South Carolina with a dissertation titled, "This is What We Are About: White Faculty Stories of Teaching, Learning and Action at the Margins." She recently completed a National Science Foundation grant with S.C. Educational Television promoting teacher training in developing a media technology model of an inquiry-based after-school education program for middle school girls and teachers in rural districts. Thompson's publications have been cited in *Research in Higher Education*, *American Psychologist* and the *American Journal of Criminal Justice*.

2009 Razor Walker Awards

Recognizing North Carolina Leaders for Service to Children and Youth

Since 1993, the Watson School of Education has presented Razor Walker Awards to dedicated leaders throughout North Carolina who, through their vision, tenacity and courage, have stepped forward to meet the needs and improve the lives of young people, sometimes at great personal and professional sacrifice. The 2009 awards were presented to the following honorees:



(Clockwise from top left) Gene Hales, Howard Manning, Cedric Dickerson, James Goodnight, Gary Faircloth of Boys and Girls Home of NC, Inc., Ann Goodnight, Barbara Buechler

Barbara Buechler **Medicine**

When she came to New Hanover Regional Medical Center in 1998, Barbara Buechler aspired to develop women's and children's services level on par with the best in the nation and to provide care focused on meeting the physical, spiritual and emotional needs of patients and families. Buechler lobbied staff, physicians and donors support this model of care. As a result, the Betty H. Cameron Women's and Children's Hospital opened in September 2008, giving patients in Wilmington access to rooms specifically designed for new mothers and babies, private neonatal intensive care rooms and services that were previously not available locally.

Cedric Dickerson **Public Service**

Cedric Dickerson, principal agent and owner of the Cedric Dickerson State Farm Insurance Agency in Wilmington, has made and continues to make a significant impact in the community through his countless hours spent helping others. He is president of the board of the Wilmington Community Boys and Girls Club, a charter member of the Cape Fear Chapter of 100 Black Men of America and a mentor for disadvantaged young men. Dickerson has volunteered with numerous community organizations and, for more than 18 years, served as a basketball coach at Laney High School and in the city youth league.

James H. Goodnight and Ann Goodnight **Philanthropy**

James Goodnight is CEO of SAS software company, which he co-founded in 1976. Ann Goodnight is director of community relations at SAS. In 2001, they were honorary co-chairs of the Funds for Education campaign, which raised more than \$1 million for the Wake Education Partnership, an independent public education advocacy organization. Their initiatives also include financing more than \$3 million in software and services for students displaced by Hurricane Katrina, matching employee donations each year to provide materials for teachers and supporting an expansion of the Communities in Schools Learning Center in Raleigh's Kentwood Public Housing Complex.

R. Gene Hales **Educational Administration**

As superintendent of Clinton City Schools, Gene Hales formed a committee of community members to raise \$2.4 million to complete of the new Clinton High School. He also helped organize and participated in the "Dancing with the Clinton Stars" initiative to raise \$168,000 to fund smart technologies in all classrooms in the Clinton City Schools. Hales has demonstrated the power of uniting a city around a common goal of quality education for young people and has shown how teachers and school administrators, parents, business owners and civic leaders can harness their energies and resources to make a significant difference.

Judge Howard Manning **Law**

Superior Court Judge Howard E. Manning Jr. is best known for his rulings in the 1997 case "Leandro vs. the State of North Carolina," which determined whether the state is meeting its constitutional duty to provide schoolchildren with a sound basic education, as defined by the Supreme Court. Although the lawsuit was originally filed by five low-wealth counties to address inequities in school system funding, Judge Manning noted that he found no evidence to support insufficient funding as the primary problem. In his administration of the case, he has focused on issues of teacher qualification, school leadership and equitable distribution of resources. Manning is a staunch advocate for quality education in and out of the courtroom.

Boys and Girls Homes of North Carolina, Inc. **Educational Administration**

Boys and Girls Homes is one of the few places in the state providing a residential and educational setting for children and adolescents whose families cannot or will not emotionally or financially provide for them. Founded in 1954, it is a privately funded, non-sectarian, not-for-profit agency in Columbus County. As many as 80 students between the ages of 9 and 18 live on campus, and more than 3,500 children have come through its doors over the years. Its creed is: "After we provide food, shelter, clothing and love, the best thing we can do for a child is to give him or her a sound, basic education."

Alumni Chapter Council

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A Note from the Alumni President

Our established programs such as Distinguished Alumnus and scholarships continue to be a source of pride for our group. In the spring of 2008, Shirley Prince '75, superintendent of Scotland County Schools, received the Distinguished Alumnus Award during commencement exercises. At the Watson School of Education spring picnic, Wanda Dannelly '09 and Lara McNeill '09 received the annual Watson School of Education scholarships.

During Homecoming on Jan. 31, the Alumni Chapter and the Watson School of Education collaborated to host a reception and luncheon in the Education Building. Dean Cathy Barlow welcomed visitors, then invited them to enjoy lunch and view the building either by touring on their own or by joining an organized tour group. Guests also enjoyed making new friends and reconnecting with fellow alumni. As president of the alumni chapter, I also welcomed the group and reviewed some of the chapter's work.

Jana Clancey '08M, a recent recipient of the Elizabeth Shivar Scholarship, shared her appreciation for the training and support she received from the staff of the Watson School of Education as she earned her teacher certification.

One focus of the chapter this year is helping our members become more knowledgeable about current issues in schools. By becoming informed, we can be more valuable citizens in supporting or questioning programs or trends in education. Shirley Prince spoke to our group in May about high school reform and specifically about the innovative high school program in Scotland County Schools.

President, WSE Alumni Chapter

Joyce Huguelet



smart technology for savvy students

by William Davis '08M

At first glance, Lauren Applewhite's second grade classroom at Murrayville Elementary does not look much different from the classrooms that generations of North Carolina students have filed through over the years. A closer examination reveals the bank of computers at the rear of the room, a video monitor at the front and a modern version of a chalkboard connected by a cord to a computer on the teacher's desk.

Technology plays a key role in the way Applewhite '08 teaches and prepares for lessons. Applewhite uses an ActivBoard, an interactive whiteboard connected to a computer. While it resembles the white dry-erase boards that supplanted the traditional chalkboard in many classrooms, this smart board can display and save text, video and animations.

"We never had anything like that," said Applewhite of her days as an elementary school student.

Smart boards are a major innovation over traditional blackboards, said Brian Brinkley, director of the Betty Stike Educational Lab at the Watson School of Education. By integrating a computer into the experience, they can add depth to lectures and provide immediate

feedback to students solving problems on the board. Applewhite said that her board allows her to save copies of the notes she writes during lessons to refer to later.

"It broadens the use of dry erase boards to something that is savable and interactive," said Brinkley.

Students can write on the board using a digital pen. The pen also allows students to interact with text, images and animation projected on the board as if it were the mouse pointer on a computer screen. Applewhite said she can have students come to the board, which can be lowered to their height, and solve interactive problems preloaded onto the screen or simply write as they would on a traditional blackboard. The students like the interactivity of the smart board, she said, as it allows them to become an active participant in the lessons.

"They don't like to be sitting at their desks," said Applewhite.

At UNCW, students get hands-on opportunities to interact and teach with many of the new educational technologies by student teaching or attending workshops at the Stike Lab. Tutoring

sessions at the Stike Lab make use of a smart board, and students who do not tutor in the lab can sign up for training sessions on the board, said Brinkley.

Applewhite said that her classes at UNCW trained her to incorporate technology in the classroom. At the Watson School, she learned how to build Web sites, find resources online and incorporate digital media. This education allows teachers to seamlessly incorporate technology into their classrooms and begin familiarizing students with using and learning using a variety of software and hardware tools at every grade level. When students graduate, she said, they will need to know these skills.

"That's what a 21st century student is like," said Applewhite.

As a member of the Partnership for 21st Century Skills, North Carolina's school systems have stressed the need to incorporate technological literacy into the curriculum. The state believes that students need to gain fluency in these "new literacies" through lessons incorporating the mix of technology, media and traditional literacy, as familiarity with technology has become an increasingly important part of succeeding in the workforce.

To that end, teachers like Applewhite teach students technical skills that many adults did not learn until later in life. When students work on their "hero projects," presentations on people they consider their personal heroes, they do not submit the projects on paper. Instead, Applewhite takes them to the school's technology lab to prepare Powerpoint lectures on their subjects, which they then present to their class.

"It's really a good way to show what they've learned," said Applewhite.

Technology can play a role in even the most traditional school projects. Applewhite said her students raised monarch butterflies from caterpillar to adulthood. As the butterflies matured in their cocoons at the rear of the classroom, Applewhite showed students videos, using video clips from a media server purchased from the Discovery Channel of the adult butterflies migrating south to winter in Mexico.

"It really gives them a deeper understanding of what they are doing," said Applewhite.

Applewhite watches Matt Weaver working at the smart board screen. (Photo by Jamie Moncrief)

1980s

Thomas McMahon '80 held spring revival services at Stones Creek Advent Christian Church.

Stephanie Churn '84 received an Outstanding Community Engagement Award from the University Park Alliance in Akron, Ohio.

Jackie Nichols '84, English teacher at Laney High School, was selected as February '08 Teacher of the Month and given the free use of a new Chevrolet Malibu and free gas for a month.

Lisa Brown '88 was selected as the Cerro Gordo Elementary School Teacher of the Year for 2008-09.

Christine Powers '89 was named Boys and Girls Homes Elementary School's 2008-09 Teacher of the Year.

1990s

Margaret Taylor '90 was honored as the Duplin, N.C. Rotary Club's Rescue Person of the Year. Taylor has served as assistant rescue chief in Faison, N.C., and is a member of seven rescue and educational associations.

Vickie Brown '92 is the principal of Meadow View Elementary School in the Onslow County, N.C. school system.

Matt Wight '92M was named 2008 Wake County Principal of the Year. Wight is principal at Apex High School.

Wendy Murphy '93 was appointed to the Duplin General Hospital's Board of Directors.

Kelly Boylan '95 earned a National Board Certification in Literacy. Boylan teaches in the Wake County, N.C. public school system.

Stephanie Willis '96 was named principal of the Cape Fear Elementary School.

Todd Blumenreich '98 was named principal of the Beaufort County Early College High School, which opened on Aug. 7, 2008. The school is located on the campus of Beaufort County Community College and houses a freshman class of up to 60 students.

Dawn Hodges '99, language arts teacher at the Beaufort County Academy of Arts and Sciences, was selected as February '08 Teacher of the Month and given the free use of a new Chevrolet Malibu and free gas for a month.

2000s

Marisa Gause '00 was selected as Waccamaw Elementary School's Teacher of the Year.

Benjamin Hall '00 is the Stokes County, N.C. Wachovia Principal of the Year for 2009. Hall is the principal at Nancy Reynolds Elementary School.

Priscilla Prince '00 was named Supply Elementary School's Teacher of the Year.

Leigh "Rushing" McPherson '01 earned her National Board Certification.

Krista Jones '02 was named Leland Middle School's Teacher of the Year. Jones teaches sixth grade science.

Mary Lee Whitefield '02 received a master's degree in elementary education from East Carolina University. She also earned a license to teach academically gifted children.

Leah Creswell '03 was named Teacher of the Year for Malpass Corner Elementary.

Crystal Kaus '03 was named 2008 Teacher of the Year at Sunset Park Elementary School.

Gina Gore '04 of Union Elementary was named Wal-Mart Teacher of the Year.

Michelle Bennett '06 was honored as the Teacher of the Year for 2008-09 at Shallotte Middle School in Shallotte, N.C. She serves as language arts department chair and school improvement team chair.

Melissa Costin '07M was named Wachovia Assistant Principal of the year for 2008-09. Costin is assistant principal at South Caldwell High School.

Lindsey Evans '07 won the 2008 Grace M. Burton Promise of Excellence in Teaching Award, given annually to an outstanding WSE student teacher. Lindsey is a fifth grade teacher at Virginia Williamson Elementary School.

Bethany Nuckolls '08 was selected as one of 53 from a pool of 239 applicants to participate in the Japan Exchange and Teaching program sponsored by the Consulate General of Japan in Atlanta.

Weddings

Rebecca Kearney '99 and Clifton Owens were married March 29, 2008, on the beach at Carolina Beach, N.C.

Winifred Hutchens '01 and Vernon Pigford III were married Aug. 9, 2008, at Grace United Methodist Church in Wilmington, N.C.

Mary McRacken '04 and Thomas Reed were married July 12, 2008, at Trinity United Methodist Church

Virginia Costin '04 and **Michael Wheeler '05** were married June 28, 2008, at Warsaw United Methodist Church in Warsaw, N.C.

Heather Rath '05 and Andrew Brown were married April 5, 2008.

Sonya Edens '05 and Emery Smith were married June 28, 2008, at Winterville Free Will Baptist Church in Winterville, N.C.

Julia Culpepper '06 and Lynn Garner III were married June 21, 2008, at St. Andrews Covenant Presbyterian Church in Wilmington, N.C.

Sarah Little '06 and Mark Ruddock were married April 19, 2008, at Portsmouth Island, N.C.

Allison Reese '06 and Samuel Barham were married March 29, 2008, in Old Town Baptist Church in Winston-Salem, N.C.

Kristin Krupa '06 and Jason Burnette were married June 7, 2008, at the home of Karen and Robert Henkel in Chocowinity, N.C., commemorating the place where they first met.

Carver Carr '07 and **Christopher Wilson '07** were married Oct. 11, 2008, at Topsail Beach, N.C.

Lauren Crouch '07 and **Matthew Swinnie '07** were married June 21, 2008, at First Baptist Church in Rockingham, N.C.

Carey Ginn '07 and Alan Hinnant were married March 8, 2008, at Saulston United Methodist Church in Goldsboro, N.C.

Tiffany Glassgow '07 and Kevin Wuzzardo were married April 5, 2008, at First Presbyterian Church in Salisbury, N.C.

Lindsay Potter '07 and **Zane Whittner '07** were married July 12, 2008.

Carmen Cook '08 and **Micah Chamberlain '08** were married June 21, 2008, at the Historic St. Thomas Preservation Hall in Wilmington, N.C.

Nikki Lamb '08 and **Justin Dellinger '08** were married July 19, 2008, at the Cross Road Baptist Church in Asheboro, N.C.

Natalie Swanson '08 and Jeremy Turner were married June 14, 2008, in Old Town Baptist Church in Winston-Salem, N.C.

Births

To **Vickie Barnes '95** and husband John, a daughter, Ella Frances, on March 21, 2008.

To **Rebecca Rider-Yopp '95** and **Garland Yopp Jr. '99**, a son, Garland Wesley, on March 7, 2008.

To **Pamela '97** and **Wesley Hinson '94**, twins Zachary Earl and Allison Grace, on Oct. 23, 2008.

To **Stephanie Parker Bass '98** and husband Deleon, a daughter, Cayden Lane, on Sept. 9, 2008.

To **Lori Sharpe '98** and husband Matt, a daughter, Sadie Bliss, on Feb. 23, 2008.

To **Telle McSpadden '03**, a daughter, Zoey Claire, on Dec. 12, 2007.

Deaths

Allison Bennett '98 on Nov. 4, 2008.

Kimberly Auger '10 on June 20, 2009.

Share your news

We want to hear about your professional and personal achievements. The Watson School of Education and the UNCW Alumni Association would like to share your news in future editions of Connections and UNCW Magazine. Write, call, send an e-mail or fax or visit us online to let us know where you are and what you are doing.

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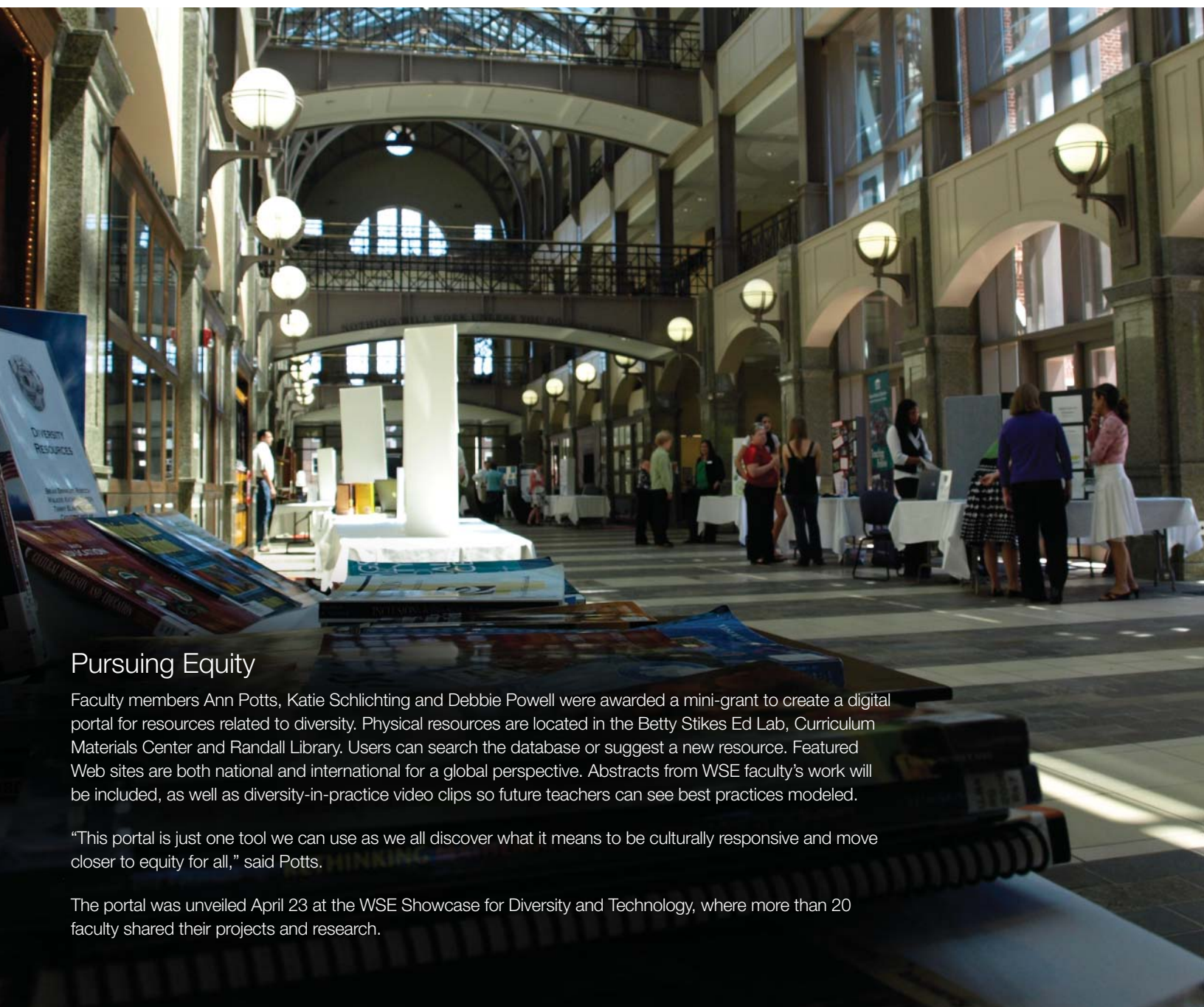
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Pursuing Equity

Faculty members Ann Potts, Katie Schlichting and Debbie Powell were awarded a mini-grant to create a digital portal for resources related to diversity. Physical resources are located in the Betty Stikes Ed Lab, Curriculum Materials Center and Randall Library. Users can search the database or suggest a new resource. Featured Web sites are both national and international for a global perspective. Abstracts from WSE faculty's work will be included, as well as diversity-in-practice video clips so future teachers can see best practices modeled.

"This portal is just one tool we can use as we all discover what it means to be culturally responsive and move closer to equity for all," said Potts.

The portal was unveiled April 23 at the WSE Showcase for Diversity and Technology, where more than 20 faculty shared their projects and research.